

# Assessment for Transition: Finding the Right Match

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Transition Coalition  
www.TransitionCoalition.org

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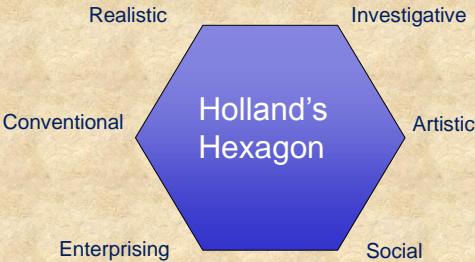
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# Person-Environment Theory of Career Development



For more information about the Self-Directed Search assessment based on Holland's Theory:  
<http://www.self-directed-search.com>

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# Defining Transition Assessment

What's **YOUR** Definition? Think about a Definition;  
Share with Partner & Enhance/Adapt

## Division of Career Development & Transition

Transition assessment is "the ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP" (Sitlington, 1996).

How does it compare?

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Definition of Transition Services

- “a **coordinated set of activities** for a student that –
- (A) is designed to be within a **results-oriented process** that is focused on **improving the academic and functional achievement** of the child with a disability to **facilitate the child's movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.”
  - (B) based on the individual child's **needs**, taking into account the **child's strengths, preferences, and interests**; and
  - (C) includes **instruction, related services, community experiences, the development of employment and other post-school adult living objectives**, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (Section 602, (34).

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Transition Assessment and the IEP

Beginning no later than the first IEP in effect when the student turns 16 and annually thereafter –

A student's IEP must include **appropriate measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and where appropriate, independent living skills. The IEP must include **those transition services (including courses of study)** needed to assist the student in reaching postsecondary goals. (Section 614)

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Primary Reasons for Transition Assessment

- **Career Development**
  - Awareness & Preparation
  - Work Strengths & Needs
- **Postsecondary Education & Training**
  - Learning Styles & Strengths
  - Learning Needs & Accommodations
  - Postsecondary Awareness & Preparation
- **Independent Living**
  - Self-Determination & Self-Advocacy
  - Living Support Strengths & Needs
  - Home Living & Community Involvement
  - Social & Emotional Growth

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# Transition Assessment: Where Do You Start?

Guiding Questions

Assessment Plan

Assessment Selection

Using Data

Who can assist with assessment?

Adapted from: Noonan, P., Morningstar, M., and Clark, G. (2003). Transition Assessment: The Big Picture. Retrieved Month Day, Year, from the University of Kansas, Department of Special Education, Transition Coalition Web site: <http://www.transitioncoalition.org>

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### Who Can Assist with Assessment?

- General education teachers
- Paraprofessionals
- School counselors
- School nurses

- School psychologists
- Vocational evaluators
- Community service representatives
- Occupational therapists

- Physical therapists
- Job coaches
- Speech-language therapists
- Other related service providers



Category of Assessment	Who Can Assess?
<b>Interests/Preferences</b> <ul style="list-style-type: none"><li>Postsecondary Education</li><li>Vocational Education</li><li>Integrated Employment</li><li>Continuing/Adult Education</li></ul>	<ul style="list-style-type: none"><li>Adult Services</li><li>Independent Living</li><li>Community Participation</li></ul>
<b>Achievement</b> <ul style="list-style-type: none"><li>Measures what a student has learned from an academic curriculum</li></ul>	
<b>Learning Style</b> <ul style="list-style-type: none"><li>Identifies ways that students learn</li></ul>	
<b>Learning Strategies</b> <ul style="list-style-type: none"><li>Assesses techniques students use to organize information they must learn</li></ul>	
<b>Adaptive Behavior</b> <ul style="list-style-type: none"><li>Measures how well students adapt themselves to the age and cultural demands of their physical and social environments</li><li>Assesses skills such as:<ul style="list-style-type: none"><li>Communication</li><li>Self-Determination</li><li>Personal Management</li></ul></li></ul>	

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<b>Behavior/Social Skills</b> <ul style="list-style-type: none"><li>Measures behavior and basic interpersonal skills used in a variety of settings such as:<ul style="list-style-type: none"><li>Sharing</li><li>Cooperating</li><li>Collaborating</li><li>Respect for others' privacy/property</li><li>Using socially appropriate behaviors</li><li>Showing sensitivity to others' feelings and preferences</li><li>Being sensitive to multi-cultural diversity</li></ul></li><li>Measures environment-specific social behaviors</li></ul>													
<b>Work Readiness</b> <ul style="list-style-type: none"><li>Assesses knowledge and skills for obtaining and maintaining a job</li><li>Identifies work-related behaviors</li></ul>													
<b>Work Samples</b> <ul style="list-style-type: none"><li>Simulate real work in a classroom setting</li><li>Assess interest in and ability to do specific job tasks</li><li>Are included in a comprehensive vocational assessment</li></ul>													
<b>Aptitude</b> <ul style="list-style-type: none"><li>Measures areas of strength associated with certain academic and occupational skills</li><li>Indicates a student's vocational potential or capacity to succeed in future career endeavors</li><li>Can be measured using individual tools for each area, or by using a complete battery</li><li>Includes the following specific aptitudes:<table><tbody><tr><td>Mechanical</td><td>Eye-hand coordination</td><td>Numerical</td></tr><tr><td>Motor</td><td>Eye-hand-foot coordination</td><td>Spatial perception</td></tr><tr><td>Finger dexterity</td><td>Clerical</td><td>Form perception</td></tr><tr><td>Manual dexterity</td><td>Verbal</td><td></td></tr></tbody></table></li></ul>	Mechanical	Eye-hand coordination	Numerical	Motor	Eye-hand-foot coordination	Spatial perception	Finger dexterity	Clerical	Form perception	Manual dexterity	Verbal		
Mechanical	Eye-hand coordination	Numerical											
Motor	Eye-hand-foot coordination	Spatial perception											
Finger dexterity	Clerical	Form perception											
Manual dexterity	Verbal												
<b>Situational Assessment</b> <ul style="list-style-type: none"><li>Provides a systematic observation process for evaluating performance and behaviors in a controlled or semi-controlled environment</li></ul>													

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Guiding Questions

Assessment Plan

Assessment Selection

Using Data

- What do we **already know** about the student's strengths, preferences & needs in employment, education, living?
- What do we **need to know** about the student's employment, education and living strengths, preferences & needs?

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Transition Assessment Planning Form						
Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Current and Future Employment	Occupational Interests & Values					
	Work Attitude					
	Work Readiness					
	Pre-vocational Skills					
	Assistive Technology					
	Temperament/Personality					
	Manual Dexterity					
	Work Environment					

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Transition Assessment Planning Form						
Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Education and/or Training	Academic Achievement					
	Learning Styles					
	Intelligence					
	Accommodations					
Independent Living	Self-Awareness					
	Self-Determination					
	Self-Advocacy					
	Money Management					

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Independent Living	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will you learn this information?	Who will gather the information?	When will the information be gathered?
	Home Living					
	Recreation & Leisure Interests					
	Transportation					
	Personal Safety					
	Medical & Health					
	Communication					
	Adaptive Behavior					
	Interpersonal Relationships					
	Community Participation					

Gaumer Erickson, A.E., Messenger, M.E., Latta, D.L., & Carroll, L. (2011). Transition Assessment Planning Form. Lawrence, KS: University of Kansas, Transition Credits.

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Guiding Questions

Assessment Plan

Assessment Selection

Using Data

**Assessment Plan Characteristics:**

1. Customized to specific types of information needed
2. Appropriate to learning and response characteristics
3. Use assistive technology & accommodations
4. Include multiple ongoing activities to sample behaviors and skills
5. Must be verified by multiple methods & persons
6. Results stored in user-friendly way
7. Occurs over time

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Guiding Questions

Assessment Plan

Assessment Selection

Using Data

**Sources of Data**

1. Student
2. Family
3. School
1. Agency

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**Student-Perspective Assessments**

- Primary focus is to determine student's strengths, preferences, interests, and future goals
- Can be done at any age, elementary grades through adulthood
- Can be formal and/or informal

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**Student-Perspective Assessment Examples**

- Person-Centered Planning
- Self-report
- Interest inventories
- Skills inventories
- Interviews
- Situational Assessments
- Transition Portfolio

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**Family-Perspective Assessments**

- Primary focus is on student strengths and areas of need
- May also address parents' vision for students post-school plans
- Families can provide agency information
- Can be formal and/or informal

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Family-Perspective Assessments Examples

- Statement of skills and strengths
- Parent interviews & surveys
- Outside agency information/data provided from families

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School Records

- Primary focus is Present Levels of Academic Achievement and Functional Performance
- Common areas addressed include cognitive, socio-emotional, physical health, motor skills, communication, living skills, community skills, and vocational
- Can be formal and/or informal

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School Records

- General Education
  - General Education curriculum progress
  - General Education interventions
- Record Review
  - Review existing data (Gen. Ed. and Special Ed.)
- Guidance & Counseling
  - Career & college assessments
- Special Education
  - Progress on IEP goals
  - Situational assessments

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School Record Examples

- Observations
- Reports from other teachers, coaches, related services personnel, extra-curricular activities directors, etc.
- State assessment performance history
- Cumulative file
- Nurse’s file
- Criterion-referenced assessments

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Agency Records

- Which service providers are already working with the student?
  - What information do they gather?
- Which service providers might work with the student in the future?
  - How can we get them involved now?

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Transition Assessment BINGO!

1. Norm-referenced

2. Criterion-referenced

3. Performance-based

4. Analysis of background info

5. Interviews (parent & others)

6. Curriculum-based

7. Assistive technology analysis
8. Observations & situational assessments

9. Functional vocational evaluation

10. Assessing community supports

11. Surveys and questionnaires

12. Ecological inventories

13. Person-centered planning

14. Portfolio assessment


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Guiding Questions

Assessment Plan

Assessment Selection

Using Data

✓ Results of transition assessments in IEP:

- ❑ Included in present levels of academic and functional performance
- ❑ Used to identify postsecondary goals (outcomes)
- ❑ Used to identify needed transition services, annual goals, and courses of study

✓ Monitoring instruction, progress & decisions about changes

✓ Coordinate assessment needs with adult agencies

✓ Summarize and customize results to meet needs of outside agencies

- ❑ Summary of Performance

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My Favorite Transition Assessment Free Resources

• Transition Coalition

- [www.transitioncoalition.org](http://www.transitioncoalition.org)

• I’m Determined

- [www.imdetermined.org](http://www.imdetermined.org)

• Zarrow Center

- [www.ou.edu/content/education/centers-and-partnerships/zarrow.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html)

• Drive of Your Life

- [www.driveofyourlife.org](http://www.driveofyourlife.org)

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Contact Information

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